

Proficiency Scales

Social Studies
GRADE 1
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Social Studies Standards

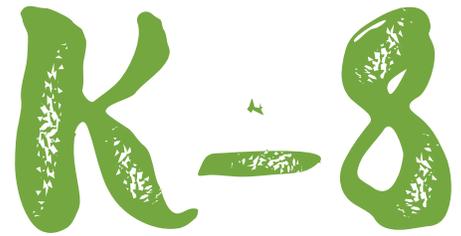
The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

ESSENTIAL QUESTIONS AND BIG IDEAS

for SOCIAL STUDIES DOMAINS



1. Culture

Essential Question: What role does culture play in God's plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

2. Time, Continuity, and Change

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

3. People, Places, and Environments

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

4. Individual Development and Identity

Essential Question: What role does choice play in the development of individual identity?

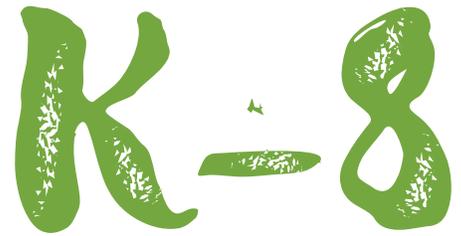
Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

5. Individuals, Groups, and Institutions

Essential Question: What is the role of the Seventh-day Adventist Church?

Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS



6. Power, Authority, and Governance

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

7. Production, Distribution, and Consumption

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

8. Science, Technology, and Society

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

9. Global Connections

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

10. Civic Ideals and Practices

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.



Subject: Social Studies		Domain: Culture	Grade: 1
<p>Standards: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity SS.K-4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity</p>			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Ask and find answers to questions related to culture in the contexts of school, community, state, and region (<i>e.g., select a social group, investigating the commonly held beliefs, values, behaviors, and traditions that characterize the culture of that group, and create an illustrated description of findings</i>) DOK 3 (SS.K-4.C.1) <p>I can ask and find answers to questions about the culture in my school or community.</p>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Background, behavior, belief, cohesion, community, culture, difference, diversity, ethnicity, folktale, institution, legend, region, respect, similarity, state, tradition, value</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people Describe and explain the importance of beliefs, language, and traditions of families and communities Explain the way folktales and legends reflect beliefs, language, and traditions of communities Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity 		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Time, Continuity, and Change		Grade: 1
<p>Standards: SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world</p> <p>SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change</p> <p>SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world</p> <p>SS.K-4.TCC.7 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Describe how people in the past lived, and research their values and beliefs (<i>e.g., use a variety of resources, such as stories, biographies, and photographs, to learn about the past; use artifacts in discussions and reports to offer explanations about life in the past</i>) DOK 3 (SS.K-4.TCC.1) I can tell how people in the past lived. Compare the lives of historical figures who have influenced the state and nation (<i>e.g., Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr.</i>) DOK 3 (SS.K-4.TCC.4) I can compare how people from history helped form our state and nation. Compare the observance of holidays and celebrations (<i>e.g., Constitution Day, Independence Day, and Veterans Day</i>) DOK 3 (SS.K-4.TCC.7) I can compare how holidays and celebrations are observed. 			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Belief, change, community, culture, custom, difference, diverse, future, history, nation, past, present, region, similarity, state, tradition, value, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the study of the past is the story of communities, nations, and the world Identify contributions of historical figures who have influenced the state and nation (<i>e.g., Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr.</i>) Describe the origins of customs, holidays, and celebrations of the community, 			

	state, and nation (e.g., <i>Constitution Day, Independence Day, and Veterans Day</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: People, Places, and Environments		Grade: 1
<p>Standards: SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings SS.K-4.PPE.2 Define concepts such as: location, direction, distance, and scale SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Use geographic tools that aid in determining location, including maps and globes (<i>e.g., locate places using the four cardinal directions</i>) DOK 3 (SS.K-4.PPE.3) I can locate my city, state, and country on a map or globe using north, south, east, and west directions. Create and use simple maps such as maps of the home, classroom, school, and community (<i>e.g., construct a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features</i>) DOK 3 (SS.K-4.PPE.3) I can create and use a map of my home, classroom, school, or community. 			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Boundary, community, direction, distance, east, environment, geographic, globe, human, location, map, north, physical, place, scale, south, state, United States, west</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings Describe the location of self and objects relative to other locations in the classroom and school using spatial terms (<i>e.g., over, under, near, far, left, and right</i>) Locate and explore the community, state, and the United States on maps and globes Identify and describe the physical characteristics of place (<i>e.g., landforms, bodies of water, Earth's resources, and weather</i>) 			

	<ul style="list-style-type: none"> Identify and describe how geographic location influences the human characteristics of place (<i>e.g., shelter, clothing, food, and activities</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Individual Development and Identity		Grade: 1
<p>Standards: SS.K-4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change</p> <p>SS.K-4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups</p> <p>SS.K-4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others</p> <p>SS.K-4.IDI.6 Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems</p> <p>SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Explain how individuals have characteristics that are both distinct from and similar to those of others (<i>e.g., retell a story about a child in another part of the world that relates how the child is like them and different from them</i>) DOK 3 (SS.K-4.IDI.4) <p>I can tell how I am the same as another person and how I am different from another person.</p>			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Ability, decision, different, interest, problem, relationship, same, self, solve, talent</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the study of individual development and identity helps us know who we are and how we change Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems Develop a personal relationship with Christ 			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			
	Score	With help, partial success at score 2.0 content but not at score 3.0 content		

	0.5	
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Individuals, Groups, and Institutions		Grade: 1
<p>Standards: SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms SS.K-4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods SS.K-4.IGI.6 Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives SS.K-4.IGI.8 Participate in age-appropriate outreach and service projects</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Assess the impact of families, schools, and religious institutions on their lives (e.g., <i>gather information about groups through interviews</i>) DOK 3 (SS.K-4.IGI.6) I can tell how my family, school, and church affect how I live my life. 			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Community, culture, group, influence, institution, neighborhood, service</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that people belong to groups and institutions that influence them and by which they are influenced Tell how the Seventh-day Adventist church positively impacts neighborhoods Participate in age-appropriate outreach and service projects 			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
Score 0.0	Even with help, no success			



Subject: Social Studies		Domain: Power, Authority, and Governance		Grade: 1
Standards: SS.K-4.PAG.1 Justify how rules and laws can serve to support, order, and protect individual rights SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	The student will: <ul style="list-style-type: none"> Identify rules and laws that establish order, provide security, and manage conflict (<i>e.g., prepare a list of rules to support a just classroom</i>) DOK 3 (SS.K-4.PAG.1) I can help make a list of rules for my classroom. Identify and describe the roles of public officials in the community, state, and nation (<i>e.g., ask and find answers to questions about power, authority, and governance in the school, community, and state</i>) DOK 3 (SS.K-4.PAG.4) I can describe the roles of public officials in my community, state, and nation. 			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Authority figure, community, conflict, law, order, public official, responsibility, role, rule, security, state</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Explain the purpose for rules and laws in the home, school, and community (<i>e.g., establish order, provide security, and manage conflict</i>) Identify the responsibilities of authority figures in the home, school, and community (<i>e.g., help make and enforce rules and laws</i>) 			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
Score 0.0	Even with help, no success			



Subject: Social Studies Domain: Production, Distribution, and Consumption Grade: 1		
Standards: SS.K-4.PDC.1 Demonstrate how people and communities deal with scarcity of resources SS.K-4.PDC.3 Distinguish the difference between needs and wants SS.K-4.PDC.4 Investigate what people and communities gain and give up when they make a decision SS.K-4.PDC.10 Describe the characteristics of a market economy		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Identify the role of markets in the exchange of goods and services (<i>e.g., make observations to determine that markets facilitate the exchange of goods and services through the contact of buyers and sellers</i>) DOK 3 (SS.K-4.PDC.10) I can describe how markets help in the exchange of goods and services. • Evaluate how the decisions that people make when buying goods and services are influenced by the trade-offs of different options (<i>e.g., conduct interviews to identify reasons for choices families make when buying goods and services</i>) DOK 3 (SS.K-4.PDC.4) I can give reasons for choices families make when buying goods and services. • Identify and implement a method for allocating scarce goods and services in the school or community (<i>e.g., adopt a service project that focuses on the distribution of scarce resources in the classroom, school, or community</i>) DOK 3 (SS.K-4.PDC.1) I can help to provide things that are needed in my classroom, school, or community. 	
Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> • <i>Choices, community, goods, exchange, markets, needs, resource, scarce, services, want</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Describe ways that families meet basic human needs • Describe similarities and differences in ways families meet basic human needs • Identify examples of goods and services in the home, school, and community • Identify ways people exchange goods and services (<i>e.g., using money to buy</i>) 	

	<p><i>goods or services; exchanging goods or services for other goods or services)</i></p> <ul style="list-style-type: none"> • Identify examples of people wanting more than they can have • Explain why wanting more than they can have requires that people make choices • Identify examples of choices families make when buying goods and services • Describe how various jobs contribute to the production of goods and services • Describe the tools of various jobs and the characteristics of a job well performed 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Science, Technology, and Society		Grade: 1
<p>Standards: SS.K-4..STS.4 Illustrate how media and technology are a part of every aspect of our lives</p> <p>SS.K-4.STS.5 Discuss the ways in which scientific findings and various forms of technology influence our daily lives</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Ask and find answers to questions about the ways in which science and technology affect our lives (<i>e.g., make observations and conduct interviews to find answers to student-generated questions about the ways in which technology affects our lives, and write a short summary with illustrations to represent the responses</i>) DOK 3 (SS.K-4.STS.4) <p>I can tell how technology affects our lives.</p>			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Communication, inventor, recreation, scientist, technology, transportation</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe how technology has affected the ways families live (<i>e.g., helps accomplish specific tasks and meet people's needs</i>) Describe how technology has affected communication, transportation, and recreation Identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan 			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
Score 0.0	Even with help, no success			



Subject: Social Studies		Domain: Global Connections		Grade: 1
<p>Standards: SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel SS.K-4.GC.2 Explain how global connections affect the daily life of individuals and those around them</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Ask and find answers to questions about the connections we have to other people and places around the globe (<i>e.g., construct a collage illustrating similarities and differences across cultures, and connections that link cultures</i>) DOK 3 (SS.K-4.GC.1) I can show the connections we have to other cultures around the world. Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding (<i>e.g., describe how art or music from another country facilitates our understanding of diverse cultures</i>) DOK 3 (SS.K-4.GC.2) I can tell how art or music from another country helps me understand their culture. 			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Community, connection, culture, cultural exchange, global, globe, misunderstanding, region, state, understanding, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that we connect with people and places around the world in many different ways (<i>e.g., cultural exchange, trade, political, economic, and travel</i>) Identify examples of global connections in the individual's community, state, or region Explain how global connections affect the daily life of individuals and those around them (<i>e.g., language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding</i>) 			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Civic Ideals and Practices		Grade: 1
<p>Standards: SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together</p> <p>SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals</p>				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify and exercise the characteristics of good citizenship (<i>e.g., truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, participation in government by educating oneself about the issues, respectfully holding public officials to their word, and practicing voting as a way of making choices and decisions</i>) DOK 3 (SS.K-4.CIP.3) <p>I can show how to be a responsible citizen.</p>			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Citizenship, civic, community, cooperating, custom, decision-making, democratic, freedom, historical, ideals, individualism, national, participate, participation, patriotic, practices, society, state, symbol, voting</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that civic ideals and practices help us know how we can influence the way people live and act together Identify historical figures and other individuals who have exemplified good citizenship (<i>e.g., Benjamin Franklin and Eleanor Roosevelt</i>) Explain state and national patriotic symbols, including the United States and state flags, the Liberty Bell, the Statute of Liberty, and the Alamo Explain and participate in important patriotic customs that reflect American individualism and freedom (<i>e.g., recite the Pledge of Allegiance to the United States Flag and the Pledge to the state flag; identify anthems and mottoes of the state and the United States</i>) 			
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	